Relationship of Educational Aspiration, Socio -economic Status and Academic Achievement across Styles of Learning of H.S. students

A

Synopsis

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1. Introduction

"By Education I mean all-around development, drawing out of the best in the Child-man body, mind and spirit."

(Gandhi Ji)

Education is usually a lifelong constant, energetic as well as ever adjusting practice. Education will be the next need intended for human beings after meals, clothing and shelter. Education is an organized process through which an individual or child gains knowledge, understanding and experience. Along with this sound skills and sound attitude is also the output of the education. It can be said that education helps in making individual polished, well-educated and civilized. Hence it is easy to say that education is the only means for the civilized society. It can also be said that it is the powerful weapon to transform and change the world. Eradication of the various evils of the society can only be possible through education. Various problems of life can be solved through proper education. As most of the psychologists and educationists believe that every individual learns from the day to day experiences, yet education with proper efforts and initiatives may lead to the harmonious development of an individual. It is most important to take into consideration that education can lead an individual towards the progress and successful life at the same time we need to focus on developing reading habits particularly good literature recent journals which not only can provide an individual good job but also a valuable and meaningful life. In this way ethical and moral values are important to be considered in education. So education can make people civilized as it is discussed above that truly educated people can find difference between and wrong. Overall it is to say that getting degrees is not the true education but positive modification in the behaviour of an individual is the education. Moreover

values like helping nature, positive attitude, good conduct, considering ethical values etc. are required to be inculcated by the education system of the country. Hence it will make our students good citizens who will help in the social development.

Educational aspirations are developed early in a student"s academic career, and are generally theorized to affect academic achievement by enhancing the possibility of participating in individual or pursuing educational opportunities 16(Arbona). That is students who have high academic aspiration are more likely to take advantage of educational opportunities that may lead to academic success provided that their socio-economic status is high. Likewise, students with low. socio-economic status may have low academic aspirations are less likely to take advantages of these opportunities, thus limiting their future educational opportunities. In this way, student"s educational aspirations can influence what they learn in schools, how they prepare for their post-secondary lines and their ultimate academic and career attainment. Over the last two decades, there has been an important change in the life experiences of young people. Young people are spending longer periods in education and the routes between school and work have become much more complex. This is because they believe that education is being connected purely with income and status. Today, the basic education level decides the amount of success in life. Educational aspirations has been identified as a key strategy for widening educational aspirations in lifelong learning process. It is very much essential for students at the secondary level to have high educational aspirations as it is only education that opens up new opportunities for employment, provides more security and a well satisfied life.

Learning style

A learning style is a student's consistent way of responding to and using stimuli in the context of learning. Keefe (1979) defines learning styles as the "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment". Stewart and Felicetti (1992) define learning styles as those "educational conditions under which a student is most likely to learn." Thus, learning styles are not really concerned with what learners learn, but rather how they prefer to learn. Learning is a process of change in actualizing the potentialities of an individual. It is a process of thinking, understanding and acquiring knowledge that leads to the growth of intellectual abilities and modification of attitude. Teaching and learning practices always need improvement. Learning style is a concept that can be considered important in this movement.. Learning styles are personal ways in which individuals process information in the course of learning new concepts and principles. Learning styles are various approaches or ways of learning. They involve methods, specific to an individual that are presumed to allow the individual to learn best. It is commonly believed that most people favour some particular method of interacting while taking and processing stimuli or information (Sadler-Smith, 1997).

Academic Achievement

Achievement is a general term for the successful attainment of some goal. Educational measurement has two essential aspects how much a student has acquired the content at the end of instruction is known as achievement. The achievement is the end product of the instruction usually verbal performance. Achievement is the performance of the pupil's accomplishment in a subject. Achievement is a task – oriented behaviour. It is a degree of success in a task. Achievement means one's kerning attainment, accomplishment proficiencies etc. Achievement can be judged objectively by comparing the person's achievement with those of his peeks or

subjectively by comparing the person's achievement with his aspiration. Academic subjects usually designed by test scores or by both." Prejudice superstition, dogmatic assertions are the enemies or progress and development. But science develop scientific attitudes which involves critical observation open-mindedness suspended judgments free from superstitions and false beliefs in the studies which prove useful in the later life of the child.

Socio-economic status

Socio-economic status refers to the position of any person in comparison to others in terms of social and economic values like respect, money, property, power, prestige, education etc. Socio-economic status has been made with combination two words i.e. socio and economic. It means that there are two types of statuses viz. social and economic status. Social status is an indication of one's position of respect, prestige and influence in the society (MacIver and page,1937, Cole and Montgomery, 1959, Rogers 1962) apart from his personal attributes (MacIver and page, 1937) which may either inhibit or enhance an individual's access to sources of information and his willingness to deviate from group norms (Rogers,1962) and many even vary with the group (Cole and Montgomery,1959) The Economic status is generally used for the word economic for the motives involving earning a livelihood, the accumulation of wealth (Driver, 1964). The economic endeavour entails cherishing of things because of their material value (Springer, 1928) and the pursuer, by virtues of this activity, carves for him-self a place in society recognized population according to the amount and source of income which is usually derived from a set of occupational activities, the ownership of property or both.

2. Location of the Study

South 24 Parganas District of West Bengal has latitudinal extension between 21°29′N and 22°33′ 45″ N on one hand and longitudinal extension between 88° 3′ 45″E and 89° 4′ 50″ E on the other.

Area of the district is 9,960 sq. km. It has seven municipalities and 29 community development blocks. Bangladesh is located in the east of the District, East Medinipur and Haora District of West Bengal lie in the West, while Kolkata and North 24 Parganas District lie in the north and Bay of Bengal is in the south of the study area.

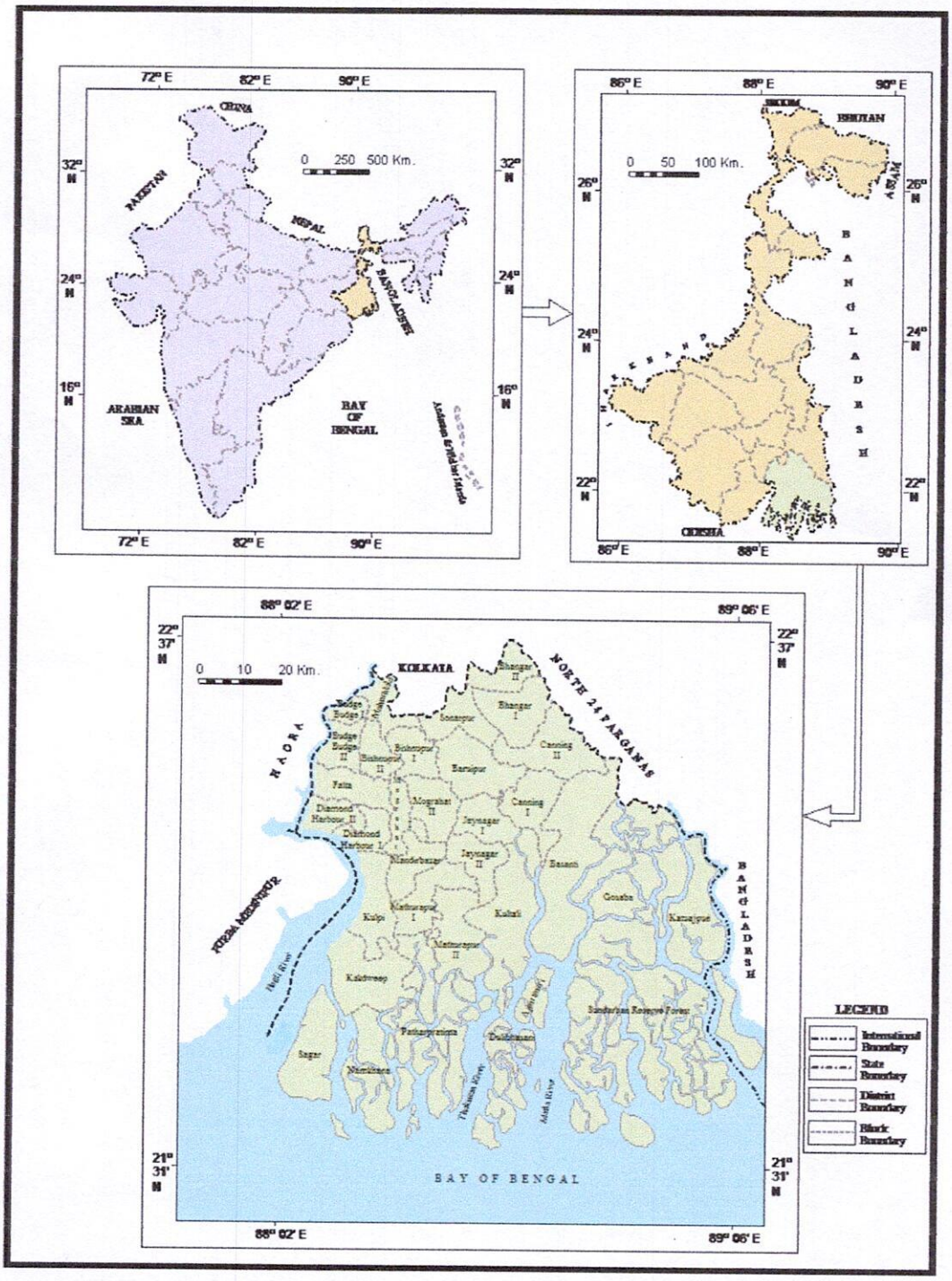

Figure1: Location of the study Area

3. Review Of Literature :-

Gupta (1987) studied relationship between locus of control , anxiety,personality traits ,level of aspiration and academic achievement of secondary school students with the objective to assess the magnitude and direction of relationship of locus of control ,anxiety , personality traits , level of aspiration with academic achievement by taking a sample of 670 students of average intelligence drawn from a population of 3780 students of class XI of hindi medium school of Allahabad city and found that locus of control , anxiety,personality traits ,level of aspiration was correlated negatively with academic achievement ;socio economic status had significant positive correlation with academic achievement ;boys were high achievers ,more internally controlled and less anxious than girls.

Goel (2004) instigated the effect of home environment on educational aspirations.The sample of the study comprised 100 students (50 boys and 50 girls) of intermediate classes in age groups of 16-20 years.The results revealed that girls had much higher educational aspiration than boys.Boys felt more rejected with the autocratic atmosphere at home in comparison to girls who experienced more nurturance than boys.

Gulshan (2005) studied "academic achievement of Kashmiri, Dogri and Ladakhi adolescent girls in relation to their personality characteristics, vocational preferences and study habits". The results revealed that the girls of the Kashmir were reported more intelligent as well as phlegmatic, expedient, controlled and tensed. Along with this it was revealed that the girls of the Jammu or the Dogra girls were reported more warm-hearted, intelligent, mature and self-

sufficient. Along with this the results of the study have also reported that girl of ladakh are obedient, conscientious and controlled.

Anshu (2006) conducted a study entitled "comparative effectiveness of single medium and multimedia on learning gains of 9th graders in chemistry at different levels of academic achievements and intelligence". The results of the study revealed that multimedia is useful than traditional method of teaching chemistry. It is effective to develop the knowledge and understanding domains of the students, all kind of students i.e. having different and varied abilities.

Indu & Ignatious (2008) conducted a study on "perceptual learning style among high school students". Results revealed that Effective learning depends on the learning style of the learner and a majority of students preferred the visual learning style. Government school students preferred the visual and the auditory learning styles compared to their counterparts in private, government aided and corporation schools.

Van de Wefhorst and Mijs (2010) focuses on socio-economic status and its related constructs, the association between SES and educational achievement and difference among educational system through the inequality of educational opportunity in terms of the influence of social background of students'.They found these two characteristics of inequality are conceptually different in that an educational system may have equality in terms of dispersion in educational achievement but inequality in terms of opportunities ;yet in general societies that are equal in terms of dispersion are also more equal in terms of opportunities.

achi Zainol Abidin (2011) carried out research on overall academic achievement and learning styles. Sample consisted of 317 school students. Statistical techniques i.e., multiple regressions and ANOVA were employed to evaluate the data. Study outcomes that a significant relationship

between academic achievement and learning styles. In all learning styles, high achievers, moderate achievers, and low achievers have a similar learning preference styles.evement motivation was taken as variable in mathematics.

Mishra and Jain (2013) conducted the study on "The impact of achievement motivation, gender and locale on achievement in mathematics among senior secondary school students". Hence it was exposed and found that gender difference has no impact on the academic achievement of the students rather motivation is one of the factor which helps in the academic achievement of both male and female students. But the results were slightly different when achievement motivation was taken as variable in mathematics.

Nzesei (2015) "examined a correlation study between learning style and academic achievement among secondary school students. The findings revealed the majority of students are trimodal learners. Also, there is a significant difference in learning style preference among male & female and among high and low academic achievement.

Rani (2016) studied the relationship of perceptual learning styles and academic achievement among high school students. The sample comprised of 328 students from high school of Tirunelveli district by using random sampling method. Statistical techniques- 't' test and product moment coefficient of correlation were used for testing the hypotheses. The study revealed that academic achievement was highly correlated with learning styles. It also revealed that the girls learning styles were better than their counterparts and Tamil medium students were better in learning styles in comparison to students studying in English medium.

Anandand Rajendraprasad (2016) conducted a study on learning styles of students among primary schools. The sample comprised 200 students from primary school students through stratified random techniques. Percentage analysis method was used to analyze the data. The

study revealed that male students were better in kinesthetic learning styles than their counterparts. It also revealed that urban students had better kinesthetic learning styles as compared to rural students.

Shah (2017) examined the effectiveness of learning style on educational achievement of the Students on a sample of 603 secondary school students. Mean, Standard Deviation and t-test were used to analyze the data. The results showed that there was no significant difference in educational achievement among students having different learning styles. It also showed that girls were better in visual learning style and kinesthetic learning styles than their counterparts but boys were better in auditory learning styles.

Dahiyaand Dahiya (2019) examined the effect of academic cheating of secondary school students in relation to learning style. Sample was consisted of 600 students. Results revealed that gender was reported to have no significant effect on academic cheating .Also double interaction effect of learning style and gender had a significant effect on academic cheating of secondary school students.

4. Significance Of The Study

The adolescent looks upon his future vocation as a stepping stone to a life he craves for himself and his future family. It is at this time the major career decision has to occupy a central place in the life of the young people. The adolescent level of occupations is often unrealistic high. When the times comes to look for a job, the individuality may often find that his abilities are not as great as he thought, that his training is incomplete , and that the completions is overwhelming. On the other hand, we also find that the youth though may have some kind of aspiration may brush aside and not taken seriously. They mostly accept any kind of employment as the situation compels them as they come across many difficulties.

Teaching and learning practices always need improvement. Learning style is a concept that can be considered important in this movement. Learning style refers to an individual's characteristic way to respond to certain forces in the instructional environment. It shows the different ways in which people process the information in the course of learning. It is an integral concept that bridges the personality cognition dimension of an individual. Many researchers have reported that learning styles influence the degree of learning more than the intelligence (Gipson 1976; Dembo 1977; Dunn and Dunn 1978; Leacock 1978). Among the other variables Education Aspiration is considered as an important variable in the past few decades. A person's cognitive style and learning style also influences a person's general attainment or achievement in learning situations. By this study the researcher wants to find out whether there is any significant relationship between Education Aspiration, learning styles and academic achievement of higher secondary students.

5. OBJECTIVES OF THE STUDY

The study was conducted on the basis of following objectives.

- To find out the level of Education Aspiration and learning styles of higher secondary students.
- To find out the level of Education Aspiration of higher secondary students with regard to personal, institutional and familial variables.
- To find out the level of learning styles of higher secondary students with regard to personal, institutional and familial variables.
- To find out the level of academic achievement of higher secondary students with regard to personal, institutional and familial variables.

- To find out whether there is significant difference in learning style of higher secondary students with regard to background variables such as gender, age, medium, group of study, location of school, type of family and type of residence.
- To find out whether there is any significant difference in academic achievement of higher secondary students with regard to background variables such as gender, age, medium, group of study, location of school, type of family and type of residence.
- To find out whether there is any significant difference in Education Aspiration of higher secondary students with regard to background variables such as type of school and nature of school.
- To find out whether there is any significant difference in learning styles of higher secondary students with regard to type and nature of school.
- To find out whether there is any significant difference in academic achievement of higher secondary students with regard to type and nature of school.
- To find out whether there is any significant association between Education Aspiration of higher secondary students with regard to some selected variables such as parent's education and parent's occupation.
- To find out whether there is any significant association between learning styles of higher secondary students with regard to their mother's education and father's education.
- To find out whether there is any significant association between academic achievement of higher secondary students with regard to their parent's education, and occupation.
- To find out whether there is any significant relationship between learning styles and academic achievement of higher secondary students.

- To find out whether there is any significant relationship between Education Aspiration and academic achievement of higher secondary students.
- To find out whether there is any significant influence of Education Aspiration and learning styles on academic achievement of higher secondary students.
- To find out whether there is any significant factor with positive loading of the variables namely Education Aspiration and its dimensions, learning styles and academic achievement of higher secondary students.

6. Hypotheses Of The Study

H1 : There is no significant difference in Education Aspiration of higher secondary students with regard to some selected background variables.

.H2: There is no significant difference in enactive reproducing learning style of higher secondary students with regard to some selected background variables.

H3 : There is no significant difference in enactive constructive learning style of higher secondary students with regard to some selected background variables.

H 4 : There is no significant difference in figural reproducing learning style of higher secondary students with regard to some selected background variables.

H 5 : There is no significant difference in figural constructive learning style of higher secondary students with regard to some selected background variables.

H6 : There is no significant difference in verbal reproducing learning style of higher secondary students with regard to some selected background variables.

H7 : There is no significant difference in verbal constructive learning style of higher secondary students with regard to some selected background variables.

H8: There is no significant difference in academic achievement of higher secondary students with regard to some selected background variables.

H9: There is no significant difference in Education Aspiration of higher secondary students with regard to background variables such as type of school and nature of school.

H10 : There is no significant difference in learning styles of higher secondary students with regard to type of school.

H11 : There is no significant difference in learning styles of higher secondary students with regard to nature of school.

H12 : There is no significant difference in academic achievement of higher secondary students with regard to type of school.

H13 : There is no significant difference in academic achievement of higher secondary students with regard to nature of school.

H14 : There is no significant association between Education Aspiration of the higher secondary students with regard to background variables such as parent's education and parent's occupation.

H15 : There is no significant association between learning styles of secondary students with regard to their father's education.

H16: There is no significant association between learning styles of higher secondary students with regard to their mother's education.

H17: There is no significant association between learning styles of higher secondary students with regard to their father's occupation.

H18 : There is no significant association between learning styles of higher secondary students with regard to their mother's occupation.

H19 : There is no significant association between academic achievement of the higher secondary students with regard to parent's education and occupation.

H 20 : There is no significant relationship between Education Aspiration and learning styles of higher secondary students.

H 21 : There is no significant relationship between learning styles and academic achievement of higher secondary students.

H22 : There is no significant relationship between Education Aspiration and academic achievement of higher secondary students.

H 23 : There is no significant influence of Education Aspiration and learning styles on academic achievement of higher secondary students.

H24 : There is no significant factor with positive loading of the variables namely Education Aspiration, learning styles and academic achievement of higher secondary students.

7. Research Methodology

- **Sample**

A sample is a small proportion of the population selected for observation and analysis (Best, 2011). Here the sample consists of thousand and fifty students from different schools of standard XII in government, aided schools from south 24 Pargana districts and it is randomly selected.

- **Procedure For Data Collection**

The investigator personally went higher secondary schools from South24 pargana districts took permission from the respective heads of the institutions and personally gave the questionnaires to the students and collected data from them. The students were asked to put a tick according to their choice on the alternatives provided. The researcher received full cooperation from the staff and students as well as from the heads of the institutions, while administering questionnaire. A total of 1050 respondents' questionnaires were collected.

- **Statistical Techniques Used**

Statistical techniques are very essential for any research. It will help the investigator to analyze and interpret the data. In the present investigation, the following statistical measures used were Mean, Standard Deviation, 't'-test, F-ratio, Chi-square and factor analysis.

8. Problem of the Study

Problem of the statements is "Relationship of Educational Aspiration ,Socio -economic Status and Academic Achievement across Styles of Learning of H.S. students".

9. Delimitations Of The Present Study

The delimitations of the present study are given below,

- The study is delimited to students of Standard XI only.
- The study was delimited to South24 parganadistricts only.
- The sample size was 1050 only.
- Half–yearly examination marks were taken as academic achievement of students

10.Time Frame of Research work

Research phase	Objectives	Approximate time period and considerations
1.Backgroundresearchand literature review	• Design questionnaires • Identify channels for recruiting participants • Finalize sampling methods and data analysis methods	3months
2. Research design	• Recruit participants and send outquestionnaires • Conduct semi-structured interviews withselected participants • Transcribe and code interviews • Clean data	3months
3. Data collection and preparation	• Statistically analyze survey data • Conduct thematic analysis ofinterview transcripts • Draft results and discussion chapters	6 months
4. Data analysis	• Statistically analyze survey data • Conduct thematic analysis of interview transcripts • Draft results and discussion chapters	6months
5. Writing	• Complete a full thesis draft • Meet with supervisor to discuss feedback and revisions	8months
6. Revision	• Complete 2nd draft based on feedback • Get supervisor approval for final draft • Proofread • Print and bind final work • Submit	6 months

11. Proposed chapters of the thesis

The thesis is expected to comprise the following chapters;

Chapter I: Introduction

Chapter II: Review Of Related Studies

Chapter III: Research Methodology

Chapter IV: Data analysis and Discussion

Chapter V: Findings And Recommendations

Chapter VI: Conclusion

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